



MIDLAND ELEMENTARY

3011 Nichols Hwy.
Galivants Ferry, S.C.

Grades	PK-5 Elementary School	
Enrollment	495 Students	
Principal	Jennifer Parker	843-358-3036
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Average
2009	Excellent	Average
2008	Good	At-Risk
2007	Good	Good
2006	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

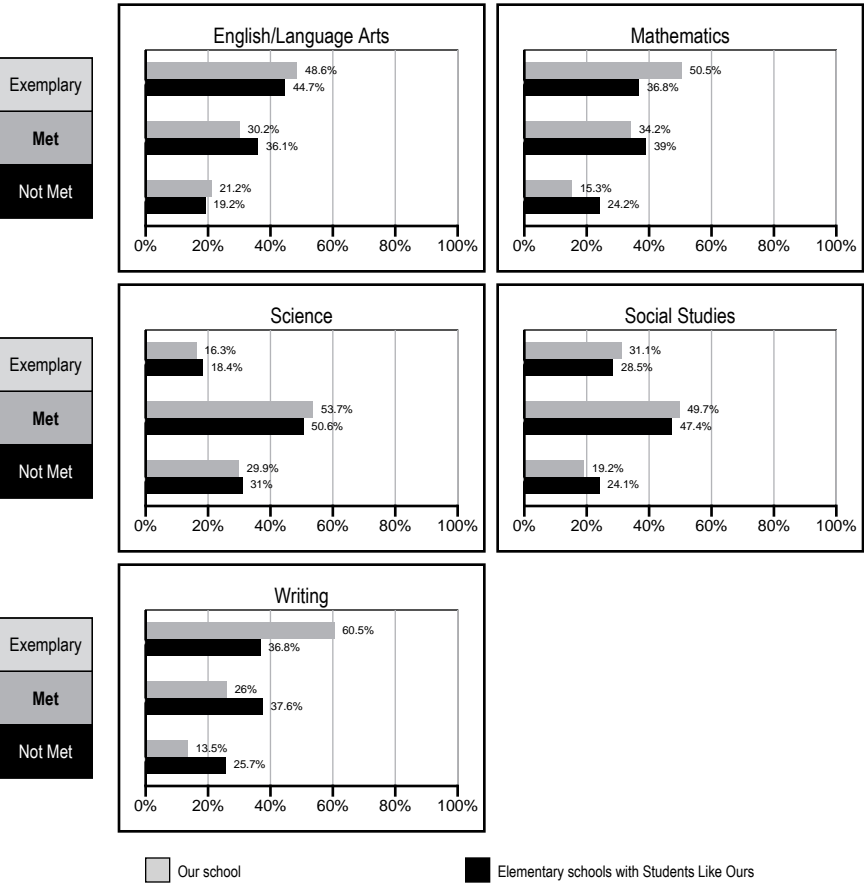
99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	37	45	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=495)				
First graders who attended full-day kindergarten	100.0%	Up from 96.6%	100.0%	100.0%
Retention rate	1.1%	Down from 1.8%	1.2%	1.2%
Attendance rate	96.0%	Up from 95.9%	96.1%	96.1%
Eligible for gifted and talented	17.6%	Up from 15.7%	14.2%	11.7%
With disabilities other than speech	7.9%	Up from 7.5%	8.3%	8.0%
Older than usual for grade	0.5%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	60.0%	Up from 59.4%	59.3%	60.5%
Continuing contract teachers	90.0%	Up from 87.5%	85.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.1%	Down from 96.4%	86.9%	87.0%
Teacher attendance rate	92.9%	Down from 95.4%	95.5%	95.4%
Average teacher salary*	\$51,373	Up 1.9%	\$47,480	\$47,288
Professional development days/teacher	14.8 days	Up from 4.7 days	10.3 days	10.5 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Down from 22.1 to 1	19.6 to 1	19.2 to 1
Prime instructional time	86.3%	Down from 90.5%	90.9%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.6%	100.0%	100.0%
Character development program	Average	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,528	Up 4.2%	\$7,078	\$7,548
Percent of expenditures for instruction**	65.8%	Up from 65.5%	68.9%	68.7%
Percent of expenditures for teacher salaries**	60.1%	Up from 46.0%	65.6%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The students, staff, and community of Midland Elementary School celebrated another successful year of learning in 2009-2010. We increased levels of academic excellence as we worked toward learning for all. Midland Elementary School was awarded a Palmetto Gold School status for General Performance and Closing the Achievement Gap. Additionally, Midland was recognized as a National Blue Ribbon School. Cara Rezzai, music teacher and choral director, was named our Teacher of the Year. Third grade teacher, Margie Prosser, received her National Board Certification. Our students celebrated reading through our Summer Reading program and Buzzy's Reading Club. Students participated in All-State Honors Chorus, District Spelling Bee, Pre-Algebra, Compass Odyssey, Imagine It!, and Student Council. Our number one priority continues to be students and acceleration for each child. With data acquired through MAP and DIBELS, we are able to differentiate instruction to meet the needs of each student. Our goal is that every child leaves second grade reading independently while becoming a lifelong learner. The Parent Teacher Organization continued to be a very integral part of another successful year. They provided resources for our staff and students, including: technology needs, student celebrations and recognitions, Fine Arts Day, Field Day, and Teacher Appreciation. Staff development included the integration of technology, current brain research, early interventions in literacy, and phonics based instruction. We continue to be very proud of our school and community. Thanks for your continued support in allowing us to serve your children.

Jennifer Parker, Principal, 2009-10
Diane Richardson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	71	43
Percent satisfied with learning environment	100.0%	90.1%	93.0%
Percent satisfied with social and physical environment	100.0%	84.5%	92.9%
Percent satisfied with school-home relations	100.0%	85.7%	90.5%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	234	99.6	21.2	30.2	48.6	87.8	85.4	83.5	Yes	Yes
Gender										
Male	117	99.2	23.4	32.4	44.1	84.7	82	80.1	N/A	N/A
Female	117	100	18.9	27.9	53.2	91	88.8	87	N/A	N/A
Racial/Ethnic Group										
White	207	99.5	22.2	27.3	50.5	87.9	89.5	89.6	Yes	Yes
African American	21	100	9.5	57.1	33.3	90.5	73.7	74.6	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	90.7	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	82.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	81.5	85.1	I/S	I/S
Disability Status										
Disabled	36	100	57.1	28.6	14.3	60	58.2	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	80.6	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	149	99.3	30.7	32.8	36.5	82.5	80.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	234	99.6	15.3	34.2	50.5	89.6	84.2	80.4	Yes	Yes
Gender										
Male	117	99.2	18	31.5	50.5	88.3	82.2	78.4	N/A	N/A
Female	117	100	12.6	36.9	50.5	91	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	207	99.5	15.2	30.3	54.5	89.9	89.5	87.8	Yes	Yes
African American	21	100	14.3	66.7	19	90.5	69.8	69.3	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	94.1	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	78.3	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	82.7	83.2	I/S	I/S
Disability Status										
Disabled	36	100	57.1	28.6	14.3	57.1	53.9	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	78.7	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	149	99.3	20.4	42.3	37.2	86.1	78.5	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	155	100	29.9	53.7	16.3	70.1	71.8	67.3
Gender								
Male	75	100	32.4	47.9	19.7	67.6	71.7	66.9
Female	80	100	27.6	59.2	13.2	72.4	71.9	67.7
Racial/Ethnic Group								
White	134	100	28.7	52.7	18.6	71.3	80.4	79.6
African American	16	100	N/A	N/A	N/A	62.5	48.8	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	81.9	84.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	80	69.5
Disability Status								
Disabled	21	100	75	20	5	25	37.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	59.1	58.6
Socio-Economic Status								
Subsidized meals	96	100	38.6	55.7	5.7	61.4	63	55.4

Social Studies								
All Students	160	100	19.2	49.7	31.1	80.8	75.3	70.9
Gender								
Male	77	100	16.4	45.2	38.4	83.6	74.2	70.1
Female	83	100	21.8	53.8	24.4	78.2	76.5	71.7
Racial/Ethnic Group								
White	142	100	17.8	50.4	31.9	82.2	80.5	79.2
African American	13	100	38.5	38.5	23.1	61.5	59.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.9	86.8
Hispanic	5	I/S	I/S	I/S	I/S	I/S	74	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	66	71.2
Disability Status								
Disabled	24	100	43.5	47.8	8.7	56.5	43.7	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	72.8	68
Socio-Economic Status								
Subsidized meals	105	100	25	56.3	18.8	75	68	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	233	99.6	13.1	26.1	60.8	86.9	76.8	72.1	96	95.8
Gender										
Male	117	100	18.8	24.1	57.1	81.3	69.9	65.2	96.1	95.7
Female	116	99.1	7.3	28.2	64.5	92.7	83.9	79.2	95.9	95.8
Racial/Ethnic Group										
White	206	99.5	13.6	24.7	61.6	86.4	83.2	80.8	96	95.5
African American	21	100	N/AV	N/AV	N/AV	100	59.2	59.7	95.9	96.2
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.2	87	N/A	96.9
Hispanic	6	I/S	I/S	I/S	I/S	I/S	69.7	64.6	96.5	96.4
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	73.4	N/A	94.1
Disability Status										
Disabled	36	100	48.6	34.3	17.1	51.4	34.3	27.7	95.5	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	67.2	63.7	97	96.7
Socio-Economic Status										
Subsidized meals	148	100	19.6	31.9	48.6	80.4	68.9	61.9	95.4	95.5

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	88	100	3.7	24.4	72	96.3
	4	70	100	15.9	46.4	37.7	84.1
	5	85	100	13.6	46.9	39.5	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	79	100	13	23.4	63.6	87
	4	82	100	21.1	36.8	42.1	78.9
	5	73	98.6	30.4	30.4	39.1	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	88	100	7.3	35.4	57.3	92.7
	4	70	100	17.4	40.6	42	82.6
	5	85	100	11.1	49.4	39.5	88.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	79	100	20.8	29.9	49.4	79.2
	4	82	100	5.3	47.4	47.4	94.7
	5	73	98.6	20.3	24.6	55.1	79.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	27.5	62.5	10	72.5
	4	70	100	29	50.7	20.3	71
	5	42	100	35	52.5	12.5	65
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	38	100	39.5	31.6	28.9	60.5
	4	82	100	19.7	71.1	9.2	80.3
	5	35	100	42.4	39.4	18.2	57.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	45	100	7.1	35.7	57.1	92.9
	4	70	100	21.7	43.5	34.8	78.3
	5	43	100	24.4	48.8	26.8	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	41	100	15.4	46.2	38.5	84.6
	4	82	100	14.5	55.3	30.3	85.5
	5	37	100	33.3	41.7	25	66.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	90	100	8.4	24.1	67.5	91.6
	4	70	100	18.8	37.7	43.5	81.2
	5	87	100	17.1	31.7	51.2	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	79	98.7	10.5	23.7	65.8	89.5
	4	81	100	7.9	27.6	64.5	92.1
	5	73	100	21.4	27.1	51.4	78.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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